

**ALMS MODULE IV: LESSON PLANS and
TRAINING SUPPORT PACKAGES (TSP)
VERSION 1
ITERATION MANAGEMENT LESSON THIRTEEN:
ALMS GROUPS, SUB-GROUPS, AND SECTIONS**

SECTION I. Administrative Data

**All courses
including this
lesson**

Course # LMS-101, Army Learning Management System (ALMS).

**Tasks
taught or
supported**

a. Tasks taught in this lesson:

Task Number	Task Title
ALMS 1014	ALMS Groups, Sub-Groups and Sections

b. Tasks supported in this lesson. None.

**Reinforced
tasks**

There are no tasks reinforced by this lesson.

**Academic
hours**

The academic hours required to teach this lesson are as follows:

	PEACETIME				MOB
	AC Resident <u>HRS/MOI</u>	TASS Training Bns AT/ADT <u>HRS/MOI</u>	IDT <u>HRS/MOI</u>	AC/RC Non-res DL <u>HRS/MOI</u>	
	1.00 DM	DM	DM	DM	DM
	0.5 PE	PE	PE	PE	PE
Test	0:0	0.0	0.0	0.0	0.0

Total Hours: 1.5

**Test lesson
number**

There is no separate exam for this lesson.

**Prerequisite
lesson**

There are no ALMS prerequisites to this lesson. However, all students should have an AKO account, and have previously accessed the ALMS.

**Foreign
restrictions
(FD statement)**

The materials contained in this course have been reviewed by the course developers and course manager in coordination with the Fort Monroe, VA (HQ, TRADOC) foreign disclosure authority.

Continued on next page

Administrative Data, Continued

Security clearance/access	This course is unclassified.
Reference	<p>The following references were used in this lesson:</p> <ul style="list-style-type: none"> • ALMS Standard Operating Procedures (SOP) V 0.3, page 88, May 2004 • ALMS User Handbook • ALMS Groups, Sub-Groups, and Sections Presentation Lesson Template number 1014, V 0.4, Nov 2004 <p>* The references used in this course are imbedded in the ALMS program.</p>
Student study assignments	<p>Students should review the following prior to the start of this lesson (30 days out):</p> <ul style="list-style-type: none"> • ALMS Advance Packet (ALMS Groups, Sub-Groups, and Sections Presentation) at dls.army.mil, enter The Army LMS / ALMS Training Materials • ALMS User Handbook., Class Manager, Scheduler Roles
Instructor requirements	<p>ALMS instructors must be certified as TRADOC instructors. ALMS instructors must have successfully completed each of the following requirements:</p> <ul style="list-style-type: none"> • Graduated from a TRADOC approved Army Learning Management System Training Course. • Graduated from a TRADOC approved Instructor Training Course. • Graduated from a TRADOC approved Video Teletraining Instructor Training Course (VTT presentations only). • Graduated from an LMS Train-the-Trainer course. • Served as an assistant instructor for the ALMS course. • Served as lead instructor for the course, or module being taught, under the supervision of a certified ALMS instructor. • Recognized by TRADOC Staff and Faculty Division of the TDAA, DCST, Fort Monroe, and VA as a certified LMS instructor.
Additional support personnel	<p>a. Conventional presentation. This lesson requires an assistant instructor and a technical support person (on-call) when presented in a conventional classroom environment.</p> <p>b. VTT presentation. When taught by VTT, an assistant instructor, site coordinator, and technical support person (on-call) are required at each distant site.</p>

Continued on next page

Administrative Data, Continued

Equipment required

The following general equipment is required for conventional and VTT presentation of the ALMS course:

- Computer classroom or computer laboratory with one computer for each student.
- Projection equipment which allows the instructor's computer monitor image to be projected so all students can follow the demonstrations.
- AKO account.

Individual computers should meet or exceed the following specifications:

- System requirements to use the ALMS include web browser (Internet Explorer 5.5 or Netscape 5.0 or higher), NIPRNET or internet connection.
- CPU - Pentium II / III or equivalent, 233 or higher MHz speed.
- Sound card - Sound Blaster compatible audio card.
- Minimum screen resolution - 800 x 600 pixels.
- Users should temporarily disable any pop-up blocking software in use.

System performance will vary depending on quality and speed of network connection.

Most courseware must have the Active X controls enabled in Internet Explorer.

- Internet network, tested and operational.
- The ALMS training database /CD (furnished by the site coordinator/assistant instructor materials) must be loaded and tested. The CD contains ALMS Help Vignettes.
- Optional functions.

Materials required for instruction

a. Instructor materials (non-equipment):

- Appropriate Instructor's Handbook for this Lesson.
- ALMS User Handbook.
- ALMS SOP Training Guide.
- White board and markers, or
- Easel with a flip chart and markers.

NOTE: AI must have the same materials as listed for the instructor.

b. Students are required to have the following materials for each module/lesson:

- ALMS Student Guide Job Aid Book.
- Note paper and a pen or pencil.

Continued on next page

Administrative Data, Continued**Classroom,
training area,
and range
requirement**

The following classroom requirements are considered a minimum:

- a. Conventional instruction:
 - Each student must be able to see the computer screen projection.
 - Students must have room to work at their individual computer.
 - The instructor must be able to see each student.
 - The AI must be able to physically reach and assist each student without disturbing other students.
- b. VTT presentation. In addition to the conventional requirements listed above:
 - Each student at each distant site must be able to see the computer display on the VTT monitor, or the room must be equipped with a large projection screen.
 - Instructor must be able to see students, and hear their questions.
- c. See classroom instructions for additional information and specific VTT equipment requirements.
- d. There is no range requirement for this lesson.

**Ammunition
requirements**

There is no ammunition requirement for this lesson.

**Instructional
Guidance**

- a. Before presenting this lesson, instructors and assistant instructors must thoroughly prepare by studying this lesson, and the identified reference material.
- b. Refer to the ALMS, SOP and User Handbook, for general guidance about ALMS operations.
- c. Even though this is an ALMS Iteration Management lesson, many students may already have many of these skills and knowledge. It is important the instructor is aware of this and adjusts the lesson accordingly. However, it is essential that each student leaves this lesson with the skills, abilities, and knowledge presented, as each will be used often in the remainder of the course.
- d. Instructions are given throughout the lesson whenever there is a change, if the classroom Network connection is lost. These are suggestive and may be changed due to set-up or instructional needs.
- e. PowerPoint presentation mirrors teaching points of this lesson in the event of system failure.
- f. Demonstrate ALMS operations on your computer as you are explaining each step. Your instructor's computer monitor image must be projected on a screen so all students may see what you are doing.
- g. Students should follow your actions on their own computers.
- h. Frequently pause and ask students if they are with you. Ensure the AI walks around and watches what students are doing.
- i. Regular slide examples will also continue to be shown for reference.

**Proponent
lesson plan
approval**

Name	Rank	Position	Date
_____	_____	_____	_____
_____	_____	_____	_____

SECTION II. Introduction

Method of instruction:	Conference
Instructor to student ratio is:	Max: 2:25 Opt: 1:12 Min: 1:6
Time of instruction:	0 hours 05 minutes
Media:	Computer Based Instruction / PowerPoint presentation / Video teletraining
References:	ALMS SOP, and ALMS User Handbook , Class Manager Scheduler Roles
Security classification:	Unclassified

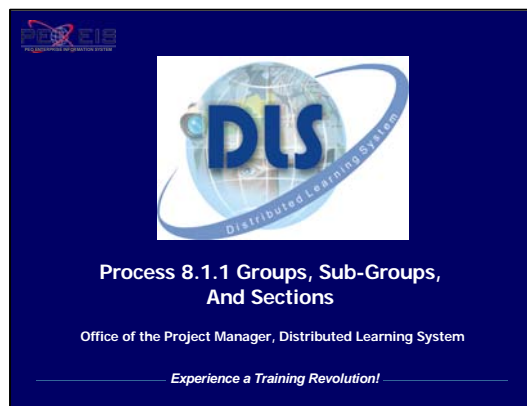
Motivator

NOTE: Proposed motivator. Use it, paraphrase it, or develop your own.

a. Hello! My name is _____. For the next (*state time period*) I will be your instructor for the Army Learning Management System (ALMS) (*state the module and lesson or lessons you will be teaching*).

NOTE: If VTT, greet all distant sites and attendees. Ensure you have an accurate list of all attending students from each location. If you do not have a seating chart, ask each site to prepare one and send it to you.

b. The Management of Groups, Sub-Groups, and Sections, as subdivisions of a Class Roster is the first task under the actual execution of training. That is because it typically occurs after the Roster is built with registered Learners but before the training session begins.

Visual ALMS-V1**Introduction, Continued****Terminal
learning
objective**

NOTE: Inform students of the following lesson TLO and references.

At the conclusion of this lesson you will be able to:

ACTION:	Create Groups, Sub-Groups, and Sections in the ALMS.
CONDITION:	Given a requirement to use the Army LMS, a computer, an AKO account, and a set of data, ALMS Role permissions and access to the ALMS Help Vignettes.
STANDARD:	The Groups, Sub-Groups, and Sections must be created IAW applicable references, for availability to ALMS users.

**Safety
consideration**

Students must be made aware of the hazards associated with the use of electrical equipment in general, and computer equipment specifically. Liquids and food are not permitted in the computer classroom. Students are not to open any computer cabinet or disconnect or connect any electrical cables.

**Risk
assessment
level**

This lesson is assigned a risk level of low.

**Environmental
considerations**

It is the responsibility of all soldiers and DA civilians to protect the environment from damage. There are no environmental considerations unique to this lesson.

**Instructional
lead-in**

Another responsibility for the Class Manager is performing the procedures for organizing Classes into Groups, Sub-Groups, and Sections, which fall at the very beginning of the Instructor's preparation process. This Lesson will show you how to accomplish this procedure in the ALMS.

SECTION III. Presentation

Enabling learning objective A

NOTE: Read or paraphrase the ELO, or have a student read it.

At the conclusion of this portion of the lesson each of you will be able to:

ACTION:	Create and modify Class Groups, Sub-Groups, and Sections
CONDITION:	Given a requirement to use the Army LMS, a computer, an AKO account, the LMS SOP and User Handbook.
STANDARD:	Class Groups, Sub-Groups, and Sections must be created IAW applicable references, for availability to ALMS users.

Learning activity 1

The student will learn how to process Learners in Groups, Sub-Groups, and Sections status from the Course Iterations, Course Details page in the ALMS.

Method of instruction:	Demonstration / Hands-on
Instructor to student ratio is:	Max: 2:25 Opt: 2:12 Min: 1:6
Time of instruction:	2 hours 00 minutes
Media:	Computer Based Instruction / PowerPoint presentation / Video teletraining
References:	ALMS SOP, page 88, ALMS User's Handbook; Class Manager Role
Security classification:	Unclassified

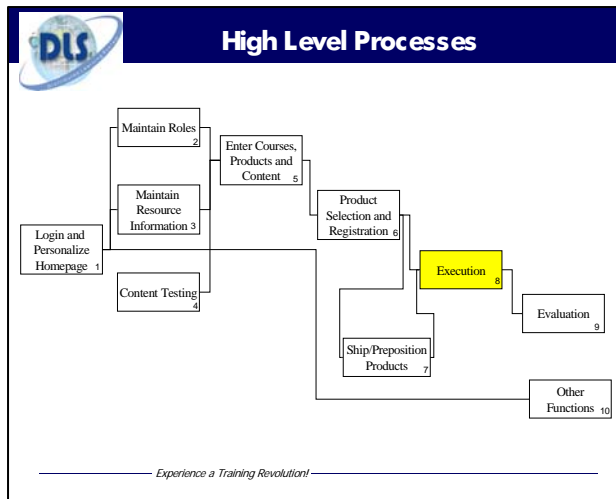
Purpose

The ALMS provides an automated and standardized procedure for managing Skills data in accordance with TRADOC and the LMS SOP.

NOTES: Present the first slide showing the High Level Process that covers Groups, Sub-Groups, and Sections.

Presentation, continued

Visual ALMS-V2



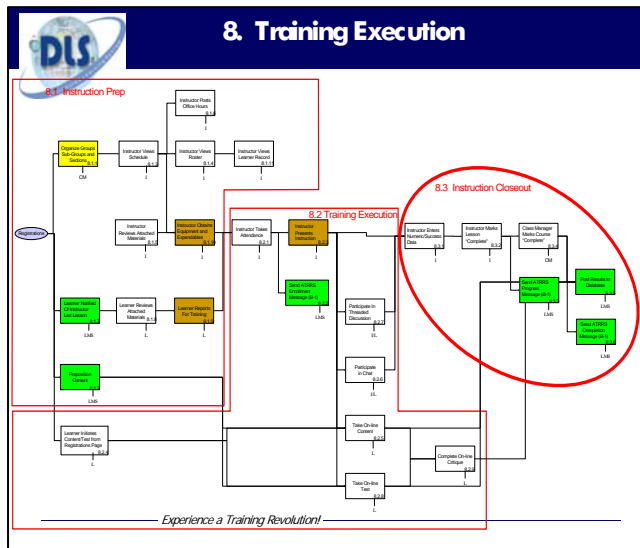
NOTES: V2

The Management of Groups, Sub-Groups, and Sections, as subdivisions of a Class Roster is the first task under the actual execution of training. That is because it typically occurs after the Roster is built with registered Learners but before the training session begins.

NOTES: The next will show the sub-process procedures for organizing Groups, Sub-Groups, and Sections.

Presentation, continued

Visual ALMS-V3



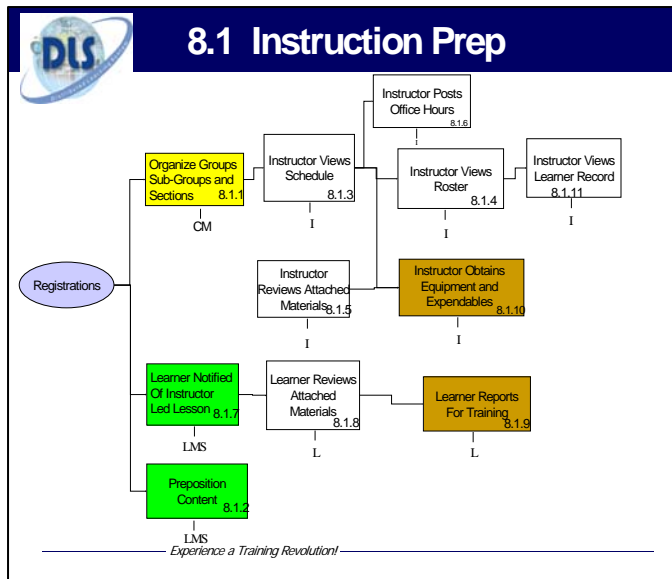
NOTES: V3

We will discuss the training Execution process in detail during the next Module. But, for now, we can see that Execution has three major sub-Processes- Instruction Prep, Training Execution, and Instruction Closeout. You can see that they are organized sequentially from left to right. The procedures for organizing Groups, Sub-Groups, and Sections fall at the very beginning of the Instruction Prep sub-Process [in Yellow].

NOTES: The next slide will show the process set-up work for having independently schedulable instances of a Lesson.

Presentation, continued

Visual ALMS-V4



NOTES: V4

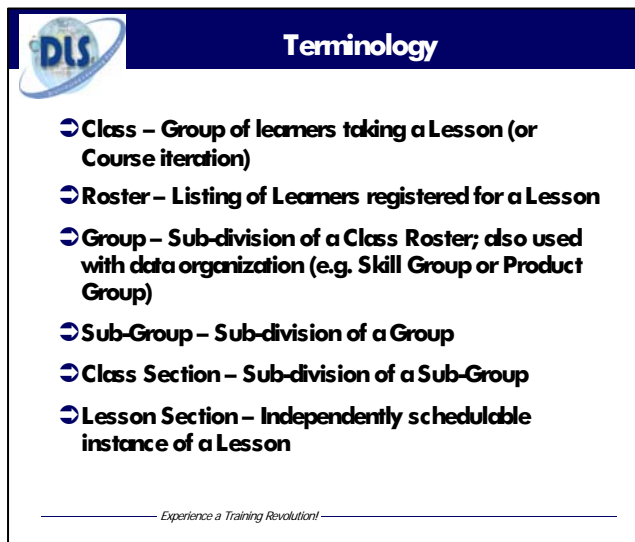
Viewed closer, we can see that this task is a Class Manager's task and it comes into play after Roster construction, but before the Instructor of the Lesson gets involved with his management activities.

Much of the set-up work for having independently schedulable instances of a Lesson occurs during Lesson creation in Process 5.4, when the Class Manager or Scheduler decides which Lessons are going to be presented in Sections and how many Sections to have. But the creation of more than one Lesson Section does not place Learners into the Lesson Sections. That work is accomplished here in Process 8.1.1.

NOTES: The next slide will show some terminology that is pertinent to this lesson.

Presentation, continued

Visual ALMS-V5



The slide is titled "Terminology" and features a blue header bar with the ALMS logo on the left. The content is a list of definitions for key terms, each preceded by a blue circular icon containing a white right-pointing arrow. The terms are: Class, Roster, Group, Sub-Group, Class Section, and Lesson Section. At the bottom of the slide, there is a thin blue horizontal line followed by the text "Experience a Training Revolution!" in a small, italicized font.

Terminology

- ➔ **Class** – Group of learners taking a Lesson (or Course iteration)
- ➔ **Roster** – Listing of Learners registered for a Lesson
- ➔ **Group** – Sub-division of a Class Roster; also used with data organization (e.g. Skill Group or Product Group)
- ➔ **Sub-Group** – Sub-division of a Group
- ➔ **Class Section** – Sub-division of a Sub-Group
- ➔ **Lesson Section** – Independently schedulable instance of a Lesson

— Experience a Training Revolution! —

NOTES: V5

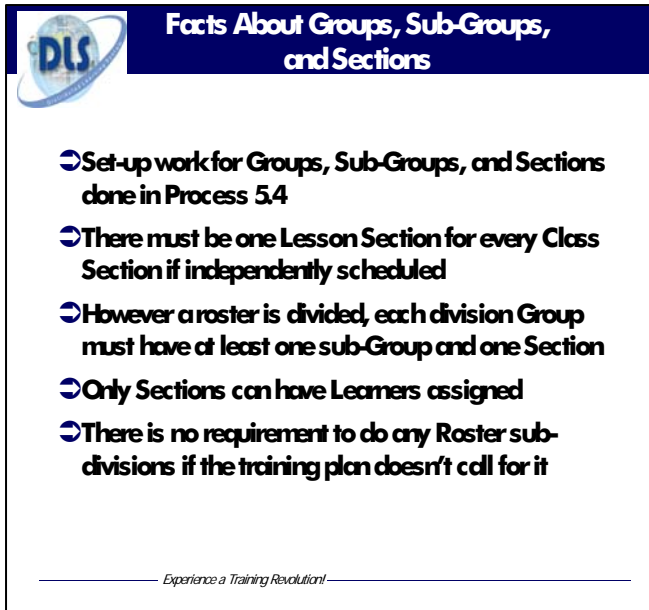
1st, 2nd Bullet: Both Class Managers and Instructors have access to Lesson-level Class Rosters. The Class Manager accesses the Roster through the Lessons drop-down menu, the Lesson Tab on the Horizontal Tab Bar, and the Roster link on the Left Navigation Bar.

3rd – 5th Bullets: These are the sub-divisions of the Class Roster we will discuss in a few minutes. Note that you have seen the term Group before in the context of an administrative grouping of like data elements.

NOTES: The next slide will identify facts about Groups, Sub-Groups, and Sections

Presentation, continued

Visual ALMS-V6



The image is a screenshot of a presentation slide titled "Facts About Groups, Sub-Groups, and Sections". It features a blue header with the ALMS logo on the left. The main content area is white with five bullet points, each preceded by a blue circular icon containing a white arrow. The footer of the slide contains the text "Experience a Training Revolution!" in a small, italicized font.

Facts About Groups, Sub-Groups, and Sections

- Set-up work for Groups, Sub-Groups, and Sections done in Process 5.4
- There must be one Lesson Section for every Class Section if independently scheduled
- However a roster is divided, each division Group must have at least one sub-Group and one Section
- Only Sections can have Learners assigned
- There is no requirement to do any Roster sub-divisions if the training plan doesn't call for it

Experience a Training Revolution!

NOTES: V6

1st Bullet: Structural set-ups for Groups, Sub-Groups, and Sections occur during Lesson creation; this is typically when these Lesson Sections are scheduled (**Catalog, Course Iterations, Course Details Screen**).

2nd Bullet: If the Course or Class Manager intends for training to be conducted at the Section level, each Section of Learners need a scheduled Lesson Section. For example, a Class divided into three Groups must have three scheduled instances of the training or Lesson Sections if the training is to be conducted independently.

3rd Bullet: Just as every Course must have at least one Phase, Module and Lesson; each Group must have at least one Sub-Group and Section.

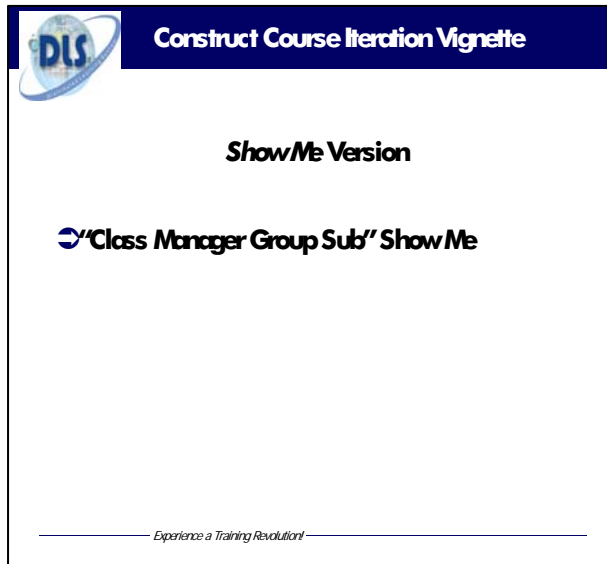
4th Bullet: No matter how the Class is organized, Learners are always placed into Sections.

5th Bullet: Although used frequently in resident training, the Group, Sub-Group, and Section process is entirely optional.

NOTES: Have students run the ALMS vignette which provides the step-by-step procedures for managing Groups, Sub-Groups, and Sections.

Presentation, continued

Visual ALMS-V7



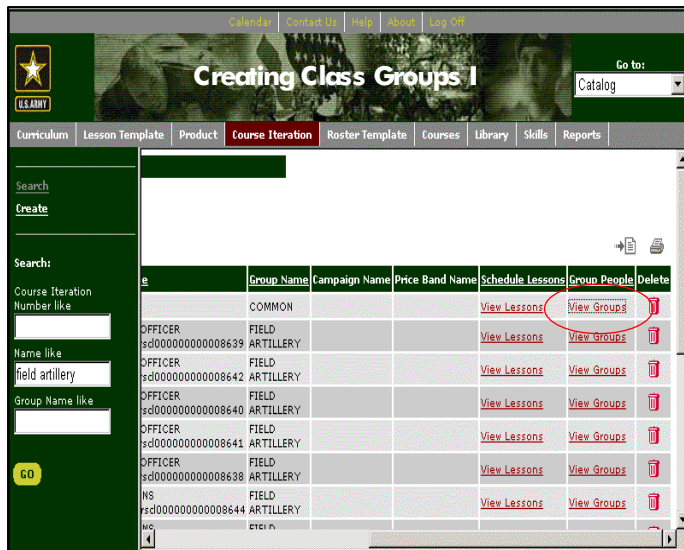
NOTES: V7

Take 5 Minutes to review the “Class Manager Group Sub” Show Me vignette. Please remove your headphones when you are finished so I will know we are ready to continue.

NOTES: Now that we’ve seen the vignettes, we can go over the process in detail. Have students navigate to the, Catalog, Course Iterations, and search for a course detail screen.

Presentation, continued

Visual ALMS-V8



NOTES: V8

- The Class Manager begins the process of organizing a Class into Groups, Sub-Groups, and Sections from the Course iteration Roster.
- The Class Manager searches for the iteration and selects the “View Groups” link under the “Group People” column.
- This invokes the Course Iteration Group Management screen.

NOTE: This is where you will begin to Add/Modify a Group, and Sub-Group,

Presentation, continued

Visual ALMS-V9

The screenshot shows the 'Creating Class Groups II' interface in Visual ALMS-V9. The top navigation bar includes links for 'Calendar', 'Content ID', 'Help', 'About', and 'Log Off'. The main header features the U.S. Army logo and the title 'Creating Class Groups II'. A 'Go to:' dropdown menu is set to 'Catalog'. The left sidebar contains a 'Search' section with a 'Create' link and a 'Search:' label. Below this are input fields for 'Course Iteration Number like', 'Name like' (containing 'field artillery'), and 'Group Name like', followed by a 'GO' button. The main content area is titled 'Course Iteration Group Management' and lists instructions: 'To add a new Group, click the Add/Modify Groups link.', 'To add a new Sub-Group or Section, select the Group or Sub-Group to which you wish to add it, then click the Add/Modify Groups link.', and 'To edit or delete an existing Group, Sub-Group or Section, select that item and click the Add/Modify Groups link.' Below the instructions, the 'Course Iteration: Field Artillery Training FD' is displayed, followed by an 'Add/Modify Groups' link. The 'Default Group' section shows 'Default Sub-Group' and 'Default Section'.

NOTES: V9

At this screen, the Class Manager clicks the “Add/Modify Groups” link to work with Groups and clicks on (highlights) the Group name to work with Sub-Groups.

NOTES next slide will continue the process.

Presentation, continued

Visual ALMS-V10

Calendar Contact Us Help About Log Off

U.S. ARMY

Creating Class Groups III

Go to: Catalog

Curriculum Lesson Template Product **Course Iteration** Roster Template Courses Library Skills Reports

Search

Create

Search:

Course Iteration Number like

Name like

field artillery trainin

Group Name like

GO

Modify Group

- Select the button for the action you wish to perform.
- Then click the **Save Modification** to complete the change.

Course Iteration: Field Artillery Training FD

Change Group Title: ☐

Add Sub-Group: ☒

Delete 3: ☐

Enter new Sub-Group name:

Back Save Modification

NOTES: V10

There are three radio buttons to choose from as shown by the red arrows. The Class Manager can add or delete the Group to change its name.

NOTES: The next slide will show what adding three Groups and three Sub-Groups for each Group will look like.

Presentation, continued

Visual ALMS-V11

Calendar | Content ID | Help | About | Log Off

U.S. ARMY

Creating Class Groups IV

Go to: Catalog

Curriculum | Lesson Template | Product | **Course Iteration** | Roster Template | Courses | Library | Skills | Reports

Search

Create

Search:

Course Iteration Number like

Name like

field artillery

Group Name like

GO

Default Group

Default Sub-Group

Default Section

1

A

B

C

2

A

B

C

3

A

B

C

NOTES: V11

- The outcome of adding three Groups and three Sub-Groups for each Group will look like this.
- Note that Sub-Groups can have the same name as long as they are within different Groups.
- But Learners in the Class Roster cannot yet be assigned because no Sections have been created.

NOTES: The next slide will demonstrate the process to add or modify the Section.

Presentation, continued

Visual ALMS-V12

Calendar Contact Us Help About Log Off

U.S. ARMY

Go to: Catalog

Curriculum Lesson Template Product **Course Iteration** Roster Template Courses Library Skills Reports

Search
Create

Search:
Course Iteration Number like
Name like
field artillery trainin
Group Name like

GO

Modify Sub-Group

- Select the button for the action you wish to perform.
- Then click the **Save Modification** to complete the change.

Course Iteration: Field Artillery Training FD

Change Sub-Group Title: ☐

Add Section: ☐

Delete C: ☐

Enter new Section name:

Back Save Modification

NOTES: V12

- At the Sub-Group level, the Class Manager adds or modifies the Section.
- It is important that the Class Manager provides a unique, descriptive name for the Section, as that is the name that will appear later on the Course Iteration Section Details screen, when associating Lesson Sections with Class Sections.

NOTES: If successful the little “people” icons will appear on the Course Iteration Group Management screen after the Sections are added.

Presentation, continued

Visual ALMS-V13

The screenshot shows the 'Creating Class Sections II' interface in the ALMS. The top navigation bar includes links for Calendar, Contact Us, Help, About, and Log Off. The main header features the U.S. Army logo and the title 'Creating Class Sections II'. Below the header is a 'Go to:' dropdown menu set to 'Catalog'. The sidebar on the left contains a 'Search' section with a 'Create' button and a 'Search:' label. Below this are input fields for 'Course Iteration Number like', 'Name like' (with the text 'field artillery trainin'), and 'Group Name like', followed by a 'GO' button. The main content area displays a list of sections under the heading 'Default Group'. The sections are organized into two groups: '1' and '2'. Group '1' contains sections 'A', 'B', and 'C'. Section 'A' is highlighted with a red circle, and next to it are three small 'people' icons. Group '2' contains sections 'A' and 'B', each with a 'people' icon. The bottom of the list is partially obscured by a scroll bar.

NOTES: V13

The little “people” icons will appear on the Course Iteration Group Management screen after the Sections are added.

Check on learning

NOTE: Ask these questions, or develop your own. Ensure students understand the learning points of this learning activity. You are not required to conduct this check on learning if you are confident the students understand the material. When asking questions: Ask; Pause; Call on a specific student to answer.

QUESTION: Each group must have at least what?

ANSWER: One Sub-Group and One Section.

QUESTION: Where does the Class Manager begin the process of organizing a class into Groups, Sub-Groups, and Section?

ANSWER: From the Course Iteration Roster.

QUESTION: How do you know you are ready to start assigning Learners to Sections?

ANSWER: The little “People” icons appear.

NOTES: The Sections are now ready to have Learners assigned to them. Go out of the ALMS, and read ELO B to the students.

Presentation, continued**Enabling
learning
objective B**

NOTE: Read or paraphrase the ELO, or have a student read it.

At the conclusion of this portion of the lesson each of you will be able to:

ACTION:	Assign Learners to Class Sections
CONDITION:	Given a requirement to use the Army LMS, a computer, an AKO account, the LMS SOP and User Handbook.
STANDARD:	Learners must be assigned to Class Sections IAW applicable references, for availability to ALMS users.

**Learning
activity 1**

The student will learn how to Assign Learners to Class Sections in the ALMS.

Method of instruction:	Demonstration / Hands-on
Instructor to student ratio is:	Max: 2:25 Opt: 2:12 Min: 1:6
Time of instruction:	0 hours 30 minutes
Media:	Computer Based Instruction / PowerPoint presentation / Video teletraining
References:	LMS SOP, page 88, LMS User's Handbook; Class Manager Role
Security classification:	Unclassified

Purpose

The ALMS provides an automated and standardized procedure for managing Skills data in accordance with TRADOC and the LMS SOP.

**NOTE: Show the next slide, showing the assignment of Learners to Class Sections,
This comes from the populated Roster resulting from the Registration process.**

Presentation, continued

Visual ALMS-V13

Calendar | Contact Us | Help | About | Log Off

Class Manager's Roster View

Go to:

Curriculum | Lesson Template | Product | **Course Iteration** | Roster Template | Courses | Library | Skills | Reports

Roster : Field Artillery Training FD

Last Name	First Name		
Cox	Lewis	[GRADES]	[OUTPUT CODE]
Griggs	Stanley	[GRADES]	[OUTPUT CODE]
Indorf	Roger	[GRADES]	[OUTPUT CODE]
Jewell	Aaron	[GRADES]	[OUTPUT CODE]
Jones	Janie	[GRADES]	[OUTPUT CODE]
MACIAS	RICARDO	[GRADES]	[OUTPUT CODE]
Ritz	Stephen	[GRADES]	[OUTPUT CODE]
SHEPARD	LEE	[GRADES]	[OUTPUT CODE]
Smith	Chad	[GRADES]	[OUTPUT CODE]
Wolf	David	[GRADES]	[OUTPUT CODE]

NOTES: V13

As a reminder, recall that the assignment of Learners to Class Sections comes from the populated Roster resulting from the Registration process.

NOTES: Only the Instructor will navigate to the Adding Learners to Sections screen.

Presentation, continued

Visual ALMS-V14

Assigns learners

Go to:

Curriculum Lesson Template Product **Course Iteration** Roster Template Courses Library Skills Reports

Search
[Create](#)

Search:
Course Iteration Number like
Name like
Group Name like

GO

Adding Learners to Sections

- Add learners to c by selecting the check box next to his or her name in the left-hand table.
- Remove learners by selecting the check box next to his or her name in the right-hand table.

Unassigned Users:				Users Assigned to c:			
Assign	First Name	Last Name	SSN	Remove	First Name	Last Name	SSN
<input type="checkbox"/>	Lewis	Cox	465775091	<input type="checkbox"/>	Janie	Jones	583853277
<input type="checkbox"/>	Roger	Indorf	234854832				
<input type="checkbox"/>	Stanley	Griggs	400236221				
<input type="checkbox"/>	Stephen	Ritz	163529436				

Back

NOTES: V14

- After clicking the People icon, the Class Manager assigns learners to sections in the “Adding Learners to Sections” screen.
- Unassigned Learners in the left column are checked, and then appear in the right column as “user Assigned to section”.

NOTES: The next step is to associate the Class Sections with those Lessons previously created and scheduled.

Presentation, continued

Visual ALMS-V15

The screenshot displays the 'Creating Lesson Sections I' window in the ALMS V15 application. The interface includes a top navigation bar with links like 'Calendar', 'Connect Us', 'Help', 'About', and 'Log Off'. A sidebar on the left contains a 'Clone' button, which is circled in red. The main content area is titled 'Lesson Details : PROCESS BATTLEFIELD GEOMETRY, 010670' and contains several input fields organized into sections: 'Lesson Number *' (010670), 'Lesson Template Number *' (041-13P10(DL)-GF86CB - D), 'Location *' (13602 Building), 'Virtual Classroom', 'Customer Service Rep.', 'Start Date *', 'Attendance Information' (Min Count, Max Internal Conf., Max Count, Student Count, Max In Wait List, Students Waitlisted), 'Lesson Base Price *', 'Max Discount *', 'Credit Quantity', and 'Security Domain *'. A 'Custom Fields' section on the right includes 'ATTRS ID' and four custom fields (Custom1, Custom2, Custom3, Custom4). A 'Save' button is located at the top right of the main content area.

NOTES: V15

After dividing the Class Roster into Sections, the next step is to associate the Class Sections with those Lessons previously created and scheduled. If the Class Manager has come this far without having created the appropriate number of Lesson Sections, it is not too late to do that now. The simplest way is to start with the original Lesson and clone it.

The Cloned Lesson will start out with the original Lesson's number. But after supplying field data, such as Facility and Session, to distinguish the Clone from the original and saving, a new Lesson number is assigned by the system. Remember, since there must be one schedulable Lesson Section for each Class Section, you must create one scheduled Clone to select as a Lesson Section.

NOTES: The next slide will continue this process.

Presentation, continued

Visual ALMS-V15

Calendar Contact Us Help About Log Off

U.S. ARMY

Go to: Catalog

Curriculum Lesson Template Product **Course Iteration** Roster Template Courses Library Skills Reports

Search
Create

Course Iteration Details : Field Artillery Training FD **Course Iteration Lessons** Save

Product Group *
0

Course Iteration Number *
41-13P10-R

Name *
Field Artillery Training FD

Description
Marketing Campaign

Security Domain *

Total Price
0

Number Items
1

Training Units

Internal
☒

External
☒

Display For Web
☒

Display For Call Center
☒

Custom Fields

ATRRS Class ID

Package Type

Custom2

Custom3

Custom4

Update R

NOTES: V15

After the scheduled Clone is created it must be added to the Course Iteration in much the same way as we used in creating those iterations. We select Course Iteration Lessons from the Course Iteration Details screen.

Presentation, continued

Visual ALMS-V16

Search for Learning Offerings - Microsoft Internet Explorer

Search for Learning Offerings **Creating Lesson Sections III** [Cancel](#)

Category : Lesson Product Group : FIELD ARTILLERY [GO](#)

☐ Select All [Done](#)

	Title ▲	Version	Product Group
<input type="checkbox"/>	010670 : PROCESS BATTLEFIELD GEOMETRY		FIELD ARTILLERY
<input checked="" type="checkbox"/>	010722 : PROCESS BATTLEFIELD GEOMETRY		FIELD ARTILLERY



NOTES: V16

We add the Clone as a new Learning Offering. Use caution to ensure that you are adding a new Section to an existing Lesson, not adding a new Lesson

Presentation, continued

Visual ALMS-V17

The screenshot shows the 'Creating Lesson Sections IV' interface in the ALMS V17 system. The top navigation bar includes links for Calendar, Contacts, Help, About, and Log Off. The main header area features the U.S. Army logo and a 'Go to:' dropdown menu set to 'Catalog'. Below the header is a tabbed interface with options: Curriculum, Lesson Template, Product, Course Iteration (selected), Roster Template, Courses, Library, Skills, and Reports. The 'Course Iteration' tab is active, displaying 'Course Iteration Lessons' with an 'Add New' button. A text instruction states: 'Use this page to add lessons for the Course Iteration. To add a Course Iteration lessons, click the Add New button.' Below this is a table with columns: Edit, Name, Manager Approval, No of Sections, and Delete. The first row of the table is highlighted and has a red circle around the 'Edit' icon. The table data is as follows:

Edit	Name	Manager Approval	No of Sections	Delete
	Process Battlefield Geometry	0	2	

The sidebar on the left contains search filters for Course Iteration Number, Name, and Group Name, each with a 'GO' button.

NOTES: V17

Clicking on edit at the Course Iteration Lessons screen when more than one Section is present will permit the Class Manager to associate to Class Sections created earlier with the Lesson Sections.

Check on learning

NOTE: Ask these questions, or develop your own. Ensure students understand the learning points of this learning activity. You are not required to conduct this check on learning if you are confident the students understand the material. When asking questions: Ask; Pause; Call on a specific student to answer.

QUESTION: The assignment of Class Sections come from where?

ANSWER: The populated roster resulting from the registration process.

QUESTION: What is the next step after you divide the Class Roster into sections in the ALMS?

ANSWER: Associate the Class Sections with a Lesson.

QUESTION: What do you do if there is no Lesson Created?

ANSWER: You Clone a Lesson.

NOTE: This step is Learning Activity 2

Presentation, continued

Learning activity 2

The student will learn how to Associate Class Sections to Lesson Sections in the ALMS.

Method of instruction:	Demonstration / Hands-on
Instructor to student ratio is:	Max: 2:25 Opt: 2:12 Min: 1:6
Time of instruction:	0 hours 30 minutes
Media:	Computer Based Instruction / PowerPoint presentation / Video teletraining
References:	LMS SOP, page 88, LMS User's Handbook; Class Manager Role
Security classification:	Unclassified

NOTE: Show the next slide and explain the process.

Presentation, continued

Visual ALMS-V18

Calendar Contact Us Help About Log Off

Associating Class Sections to Lesson Sections I Go to: Catalog

Curriculum Lesson Template Product **Course Iteration** Roster Template Courses Library Skills Reports

Course Iteration Section Details Back Save

To add a Course Iteration lesson, enter a description for the lesson, then add one or more catalog items as sections for the lesson. To add another lesson for the Course Iteration, click the Back button. When you are finished adding Course Iteration Lessons and sections, click Save.

Description Manager Approval

Sections : [Add New](#)

Name	Version	Category	Start Date	Start Time	Section(s)	Delete
PROCESS BATTLEFIELD GEOMETRY :13602 :12/27/2004 :12/27/2004		Lesson	12/27/2004	13:00	a b Register Group(s)	
PROCESS BATTLEFIELD GEOMETRY :13602 :12/27/2004 :12/27/2004		Lesson	12/27/2004	13:00	Register Group(s)	

Search: Create

Search: Course Iteration Number like

Name like

field artillery tr

Group Name like

GO

NOTES: V18

- Select the Lesson Section you want to fill with a Class Section or Sections.
- You do this by clicking on Register Groups in the Section(s) column.
- Note that Class Sections already assigned to Lesson Sections will display the Class Section name.
- If a non-descriptive Section name was used, this will hamper the details that can be learned from this view.

NOTES: The next slide will show how the Roster's Class Sections are assigned to Lesson Sections.

Presentation, continued

Visual ALMS-V19

The screenshot shows the ALMS web application interface. At the top, there is a navigation bar with links: Calendar, Contact Us, Help, About, Log Off. Below this is a header section with the U.S. Army logo and the title 'Associating Class Sections to Lesson Sections II'. A 'Go to:' dropdown menu is set to 'Catalog'. The main navigation menu includes: Curriculum, Lesson Template, Product, Course Iteration (highlighted), Roster Template, Courses, Library, Skills, Reports. On the left, there is a search sidebar with a 'Search' button, a 'Create' button, and a 'Search:' section with input fields for 'Course Iteration Number like', 'Name like' (containing 'field artillery tr'), and 'Group Name like'. A 'GO' button is at the bottom of the sidebar. The main content area displays a table with the following structure:

Default Sub-Group	Default Section
1	
A	a Section already registered in this Lesson.
B	b Register
C	c Register
2	
A	a Register
B	b Section already registered in this Lesson.

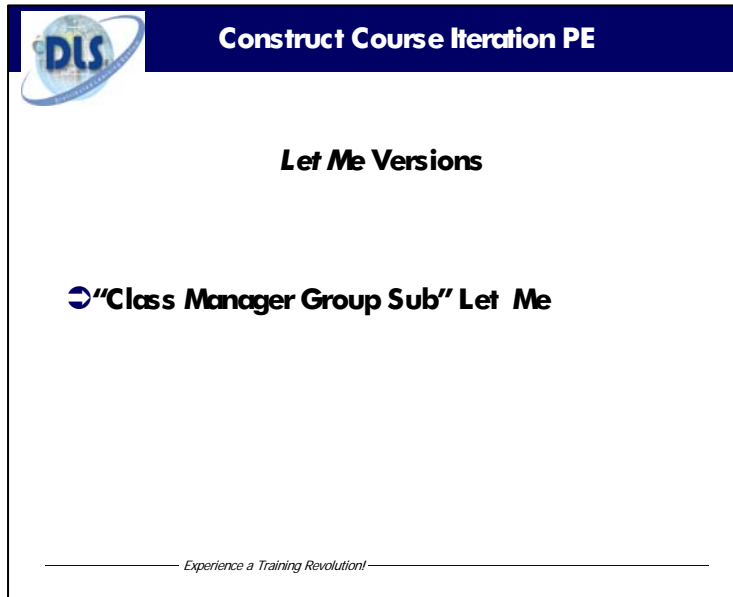
NOTES: V19

- After selecting Register Groups for a Lesson Section, find the Class Section you want to assign and click on register.
- The roster of those already assigned will be displayed. Continue with this procedure until all of the Roster's Class Sections are assigned to Lesson Sections.
- Note that several Class Sections can be assigned to one Lesson Section if that fits the training intent.

NOTES: Ask students if there are any questions? Have the students go into the ALMS Help Feature and take 10 minutes to do this short PE, “Group-Sub” Let Me vignette.

Presentation, continued


Visual ALMS-V20



NOTES: V20

Let's go into the ALMS Help Feature and take 10 minutes to do this short PE. Run the Let Me Vignette "Class Manager Group Sub".

NOTES: After students have completed the Check on Learning "Let Me" vignette, ask for questions and summarize the lesson.

SECTION IV SUMMARY

**Process 8.1.1 Groups, Sub-Groups,
And Sections**

What We've Learned:

- **How to create and modify Class Groups, Sub-Groups, and Sections**
- **Assign Learners to Class Sections**
- **Associate Class Sections to Lesson Sections**

Questions?

Experience a Training Revolution!

NOTES: Here's what we learned during this lesson:

- **How to create and modify Class Groups, Sub-Groups, and Sections**
- **Assign Learners to Class Sections**
- **Associate Class Sections to Lesson Sections**

What are your questions pertaining to creating Groups, Sub-Groups, and Sections in the ALMS?

SUMMARY, continued**Learning activity review**

NOTE: Review the major teaching points. Remind students how all the modules and components of LMS are linked together.

Solicit questions from students

-
- a. Ask students for their questions.
 - b. Answer all questions and ensure the answers are understood.
-

Check on learning

NOTE: Ask these questions, or develop your own. Ensure students understand the learning points of this learning activity. You are not required to conduct this check on learning if you are confident the students understand the material. When asking questions: Ask; Pause; Call on a specific student to answer.

QUESTION: What is a Class in the ALMS?

ANSWER: Group of Learners taking a Lesson (or Course iteration)

QUESTION: Must a Group have a Sub-Group and a Section?

ANSWER: Yes, a Group must have at least one Sub-Group and Section.

QUESTION: **Where** are Learners placed in this process?

ANSWER: In Sections

Summary, Continued

Closing statement	A key point in reference to creating Groups, Sub-Groups and Sections. If the Course or Class Manager intends for training to be conducted at the Section level, each Section of Learners need a scheduled Lesson Section. For example, a Class divided into three Groups must have three scheduled instances of the training or Lesson Sections if the training is to be conducted independently
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Transition statement to next lesson	You now know how Waitlists are managed in the system. Following the break you will begin to learn how to manage other functions in the ALMS, to assist you in accomplishing your training management mission.
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Take a 10 minute break. Be back in your seats ready for the next lesson at _____ o'clock.

NOTE: Ensure students have a means of knowing the time, or appoint a student with a watch to tell the others when it is time to return to the classroom.

SECTION V STUDENT EVALUATION

Purpose The purpose of this practical exercise is to allow you practice in managing Groups, Sub-Groups, and Sections data in the ALMS, and to check your knowledge of and your skills of navigating in the ALMS.

Introduction This practical exercise will provide an opportunity to check your knowledge and skill in understanding the ALMS features you have learned in the preceding lesson.

Motivator

TLO

The following TLO is performed in this practical exercise.

ACTION:	Identify A LMS Groups, Sub-Groups, and Sections Management processes.
CONDITION:	Given a requirement to use LMS, a computer, an AKO account and access to the ALMS User's Handbook, A LMS Help Vignettes, and personal notes.
STANDARD:	Complete the Class Manager Help "Let Me" Vignettes.

Safety requirements You must be aware of the hazards associated with the use of electrical equipment in general, and computer equipment specifically. Do not have liquids in the computer classroom, and do not attempt to open any computer equipment or disconnect or connect any electrical cables.

Risk assessment level This practical exercise is assigned a risk level of low.

Environmental considerations It is your responsibility, soldier and DA civilian, to protect the environment from damage. There are no environmental considerations unique to this practical exercise.

**LESSON PRACTICAL EXERCISE
ALMS ITERATION MANAGEMENT
ANSWER KEY**

INSTRUCTION FOR EVALUATION: “Let Me” Vignettes

APPENDIX A

Visual Masters

Title MS PowerPoint LMS Groups, Sub-Groups, and Sections	Lesson Template Number 1014
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Glossary of Terms

See ALMS Help Application Feature

APPENDIX B

Practical Exercises

Waitlist Management Lesson – LMS Class Manager Groups, Sub “Let Me Vignette”

ALMS Help
Application
Class Manager,
Role